

**THE EFFECT OF USING SUSTAINED SILENT READING (SSR)
TOWARDS STUDENTS' READING COMPREHENSION OF MA
DAR EL HIKMAH PEKANBARU**



BY

ENDANG SUSANTI

NIM. 10514000286

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING SUSTAINED SILENT READING (SSR)
TOWARDS STUDENTS' READING COMPREHENSION OF MA
DAR EL HIKMAH PEKANBARU**

A Thesis

Submitted As a Partial Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

ENDANG SUSANTI

NIM. 10514000286

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ABSTRAK

Judul Penelitian ini adalah **Pengaruh Penggunaan Membaca Diam Berkelanjutan Terhadap Pemahaman Membaca Pada Siswa Kelas XI MA Dar El Hikmah Pekanbaru**. Penelitian ini adalah penelitian experiment. Penelitian ini menginvestigasi pengaruh penggunaan membaca diam berkelanjutan terhadap pemahaman membaca siswa kelas XI MA Dar El Hikmah Pekanbaru.

Objek penelitian ini adalah siswa kelas XI MA Dar El Hikmah Pekanbaru yang terdiri dari 5 kelas (162 siswa). Peneliti mengambil 25% (30 siswa) sebagai sampel penelitian. Teknik pengambilan sampelnya menggunakan proporsional sampel bebas.

Istrumen penelitian ini adalah tes. Tes ini digunakan untuk mengetahui data pemahaman bacaan siswa yang dipengaruhi menggunakan membaca diam berkelanjutan dimana untuk menganalisa datanya menggunakan t-test $N < 30$, yang formulannya adalah :

$$t_0 = \frac{\sum D}{N} \div \left[\frac{SD_D}{\sqrt{N-1}} \right]$$

Terakhir, berdasarkan hasil yang didapat oleh penulis, hasil dari T-test 30.862, kemudian nilai dari sig.(2-tailed) adalah 0.000. jika kita kita buktikan terhadap null hypothesis (H_0) yakni 0.05, ini membuktikan bahwa nilai dari sig.(2-tailed) lebih kecil dari pada nilai H_0 . Oleh sebab itu, null hypothesis tidak diterima dan alternative hypothesis diterima. maksudnya bahwa adanya pengaruh penggunaan penggunaan membaca diam berkelanjutan terhadap pemahaman membaca siswa kelas XI MA Dar El Hikmah Pekanbaru.

ABSTRACT

The title of this research was ***“The Effect of Using Sustained Silent Reading (SSR) toward Reading Comprehension of the Second Year students of MA Dar El Hikmah Pekanbaru”***. This research was experiment research. It was investigated to know the effect of using sustained silent reading toward reading comprehension of the second year students at MA Dar el Hikmah Pekanbaru.

The object of this research was of the second year students at MA Dar el Hikmah Pekanbaru. The second year students consisted of five classes (162 students). The writer took 25% (30 students) as the sample of the research. Technique of taking sample used proportional random sampling.

The instruments of this research were test. The tests was used to know data on the students' reading comprehension by using sustained silent reading. Whereas, to analyze the data, the writer used T-test for $N < 30$. The formula was:

$$t_0 = \frac{\sum D}{N} \div \left[\frac{SD_D}{\sqrt{N-1}} \right]$$

Finally, based on the writer's findings, The result of T-test 30.862, then score of sig.(2-tailed) is 0.000. if we act to null hypothesis (H_0) that is 0.05, it is mean that the score of sig.(2-tailed) was small then score of H_0 . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It is mean that there is a significant effect of using sustained silent reading (SSR) toward reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru.

صخللما

عنوان هذه الدراسة هو تأثير الاستخدام المستدام للصامت القراءة ضد القراءة والفهم للطلاب في دار الدرجة MA الحادي عشر بيكانبارو الحكمة ش. هذه الدراسة هي تجربة البحث. تتناول هذه الدراسة تأثير استخدام القراءة الصامتة المستدامة للطلاب الحادي عشر فئة "القراءة دار MA بيكانبارو فهم الحكمة ش.

مكحل راد ءجر دلا نم رشع يداحل يف ريتس جام بل اط وه ثاحب أل نئ الكلا اذه 30) 25% نوئح ابل قرغتسا . (ابل اط 162) لوصف 5 نم نوكتت يتل ورا بن الكيب ءرحل ءبس ان تم ءني ع ءني ع م ادختساب ع ا جرتسال ءني قت . ءس اردل ءني ع و ، (ابل اط

ءارق غني ي تان اي بلا دي دحتل رابت خال اذه مدختس يو . رابت خا وه ءس اردل لكص تان اي بلا ليل حتل يذل درطملا ءتم اصلل ءءار قل م ادختساب مه اف ت" رثأت ي بال طل : يه ءغي ص يتل ، $N < 30$ يت رابت خا

$$t_0 = \frac{\sum D}{N} \div \left[\frac{SD_D}{\sqrt{N-1}} \right]$$

30 ، ني فلؤمل لباق نم اهيل ع لصح يتل جئ ات نل الى اءان تس جئ ات نل اف ، اري خا ءي ضر ف الى ع تبش ن ال ن حن اذ . 0000 (لي ذل 2) . SIG ءمي ق تن اك مئ ، رابت خا -862 T مل ، كل ذلو . وه نم ءمي قل نم لقا (لي ذل 2) . SIG ءمي ق نأ تبش ي اذمو ، 0.05 وهو ، (وه) مدعل م ادختسا ري ثأت نأ ينع ي . ءل وبقم ءل ي دبلا ءي ضر فل او مدعل ءي ضر فل لوبق م تي نم رشع يداحل ءئف بل اط مه فل او ءءار قل يف ءتم اصلل ءءار قل الل م ادتس مل م ادختسال MA ورا بن الكيب ءمك حل راد

ACKNOWLEDGEMENT



Alhamdulillah rabbi'l'amin, in the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Though his guidance and his blessing, the writer has completed academic requirement for the award of bachelor degree at the department of English education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau. Peace and blessing be on Rasulullah, the Prophet Muhammad, auspicious prayer be on all of his just and devote companions.

The title of this thesis is The Effect of Using Sustained Silent Reading (SSR) towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M. Ag, the Dean of Education and Teacher Training Faculty.
3. Dr. Hj. Zulhidah, M. Pd, the chairperson of English Education Department.
4. Dedy Wahyudi, M. Pd, the secretary of English Education Department.
5. Drs. Samsi Hasan, Mh.Sc, as my supervisor who has contributed and guided me in the accomplishment of the thesis.
6. All of lecturer of the English Education Department of UIN SUSKA Riau, who have given their knowledge and information during her study at English Education Department of UIN Sultan Syarif Kasim Riau.
7. Drs. Imat Hikmatulah, as the headmaster of Ma Dar El Hikmah.
8. My beloved parents, Bahari, Warimah and H.M Hatta, Maryuni who has given me meaningful and useful supports to accomplish this thesis.
9. Special thanks to my beloved Husband Anton Hilman, St he has given me everything (financial, trust, love, affection, and motivation) to help my study

till the end and my little angels Aqeela Maisha Azzahra and Aisha Zarifa Ilma
I love you very much.....

10. To my young brother Satria Budiman he has help me to finished my thesis
and always patiens to help me any time
11. All of my best friends thank you for your brotherhood, prayers, helps, and
inspiring ideas (Jazakumullah Khairun Jaza' Wa ilalliqa' fi Jannatih

Finally, the writer really realizes that there are many weaknesses on the
thesis. Therefore, constructive critiques and suggestions are needed to improve
this thesis.

May Allah Almighty, the lord of universe bless you all. Amiin..

Pekanbaru, Jumadil Awal 08th, 1433 H
April 04th, 2012 M

writer

ENDANG SUSASNTI
NIM. 10514000286

TABLE OF CONTENTS

	Page
SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDMENT	iii
ABSTRACT	v
LIST OF CONTENT	viii
LIST OF TABLES	ix
LIST OF APPENDIX	x
 CHAPTER I INTRODUCTION	
A. Backgroud	1
B. The definition of the Term	4
C. Problem	5
D. The Objectives and the Significance of the Research	6
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Theoretical Framework	
1. The Overview of Reading Comprehension	8
2. Reading Comprehension	22
3. Students' Reading Comprehension	24
4. Factor Influence Students' Reading Comprehension	25
5. Using Sustained Silent Reading (SSR) towards Reading Comprehension	26
B. Operational Concepts	29
C. The Assumptions and Hypothesis	30
 CHAPTER III RESEARCH METHOD	
A. The Research Design	31
B. The Location of the Research	33
C. The Subject and Object of the Research	33
D. The Population and Sample	33
E. The Technique of Collecting data	34
F. The Technique of Data Analysis	35
 CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	
A. Data Presentation	37
B. Data Analysis	41
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	45
B. Suggestion	45
 BIBLIOGRAPHY	 47

LIST OF TABLE

	Page
Table III.1 The Total Population of the Second Year Students of MA Dar El Hikmah Pekanbaru	35
Table IV.1 The Students' Score	39
Table IV.2 The Presentation of Research Data of the students' score for the Pre-test and Post-test	40
Table IV.3 Statistics pre-test	41
Table IV.4 Statistics post-test	42
Table IV.5 One-Sample Statistics	43
Table IV.6 One-Sample Test	43
Table IV.7 Data Analysis of the students' score for both the experimental and the control group	43

LIST OF APPENDIX

Appendix 1	Test
Appendix 2	Lesson Plan 1
Appendix 3	Lesson Plan 2
Appendix 4	Lesson Plan 3

CHAPTER I

INTRODUCTION

A. Background

Reading is the active process of understanding print and graphic texts. Besides, it is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Reading comprehension means perceiving a written text in order to understand its contexts. it can be done silently.¹ Moreover, reading comprehension is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.²

Reading is one subject taught in the school, include senior high school. One of the senior high school in Indonesia is MA Dar El Hikmah Pekanbaru. In the school, KTSP (2006 Curriculum) is implemented. In the curriculum, reading is

¹ Richards, Jack C. et. al., *Longman Dictionary of Language Teaching and Applied Linguistics*,. Malaysia: VVP, 1992, P. 302

² Hornby, AS., *Oxford Advanced Learner's Dictionary (Sixth edition)*, Oxford: Oxford University press, 2000, P. 104

taught by a guideline from standard competence and basic competence of the reading. In standard competence, understanding the meaning of simple short essay in the form of narrative texts relate to around environment. While in the basic competence, reading has at least three basic competences. The first, understanding functional text and simple short essay in the form of narrative texts, and spoof and hortatory exposition relate to around environment.³

According to writer's observation at MA Dar El Hikmah Pekanbaru especially at the second year, the students always have difficulties to understand reading texts. After interviewing the students, the answers are most of them are not able to spell familiar and unfamiliar words in the texts. To make clearer, can be seen from the phenomena below:

1. Some of the students are not able to find the meaning of narrative texts.
2. Some of the students are not able to find the meaning of spoof texts.
3. Some of the students are not able to find the meaning of hortatory exposition texts.
4. Some of the students are not able to identify main idea of narrative, spoof, and exposition texts.
5. Some of the students are not able to identify unfamiliar words of narrative, spoof, and exposition texts.
6. Some of the students are not able to identify locating inference of narrative, spoof, and exposition texts.

There are many strategies that can be used in solving the students' problem above. One of them is sustained silent reading (SSR). Time during which a class, or in some cases an entire school, reads quietly together. Students are

³ Depdiknas, *Standard Kompetensi dan Kompetensi Dasar Tingkat SMA/MA*, Pekanbaru: Dikpora, 2006.

allowed to choose their own reading materials and read independently during class time. Most programs encourage students to continue reading outside of class and permit students to change books if they discourage to learn. Most important, SSR allows an adult to model the habits, choices, comments, and attitudes good readers develop. Although most programs do not require traditional book reports, some do offer opportunities for students to talk or write about their readings. Although SSR programs share certain characteristics, teachers have adjusted the general concept to fit the specific needs of their students and schools.⁴

Furthermore, the advantages of the SSR are to help students develop a good habit of reading and improve their English proficiency in the end. In SSR, students read silently in a designated time every day in school. According to several research studies, effects of SSR on students' reading include improvement in reading skills and vocabulary acquisition, as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit.⁵

The steps of using SSR in teaching reading as follows:

1. Teacher offers students an opportunity to read material of their own choice and for pleasure.
2. Teacher orders the students to read the material about 15 minutes and teacher observes the students.

⁴ Gardiner, Steve., *Ten Minutes a Day for Silent Reading*, Educating Leadership: October, From: www.ascd.org/publications/books/105027/chapters/Creating-Lifelong-Readers.aspx, 2005, Retrieved on April 10, 2010.

⁵ McCracken, R.A., Initialing Sustained Silent Reading, Electronic version - *Journal of Reading*, 14 (8), 521-524, 582-583. 1971, Retrieved on April 10, 2010

3. Have everyone to read silently.
4. Teacher asks the students to answer the question from the material.⁶

Based on the descriptions and several symptoms above, writer needs to do the research en title **“The Effect of Using Sustained Silent Reading (SSR) toward Reading Comprehension of the Second Year students of MA Dar El Hikmah Pekanbaru.”**

B. Definition of the Term

1. Effect is power or ability to influence or produce a result; efficacy.⁷
2. Sustained Silent Reading is a teaching activity where learners have a period of uninterrupted silent reading.⁸
3. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. You can probably read "Snippets are finbuggle" because you can decode the sounds in the words, but you can't comprehend it because two of the words are nonsense. People with good reading comprehension use several strategies that help them understand the text.⁹

⁶ Farida Rahim., *Pengajaran Membaca di Sekolah Dasar*, Jakarta: PT. Bumi Aksara, 2008, p.133

⁷ <http://dictionary.reference.com/browse/effect> on Thursday, march 17, 2011 at 09:05. a.m.

⁸ <http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsSustainedSilentReading.htm> on Wednesday, March 16, 2011 at 10.55. a.m.

⁹ http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html on Thursday, march 17, 2011 at 08:58. a.m.

C. Problem

1. Identification of Problem

SSR are to help students develop a good habit of reading and improve their English proficiency in the end. From the symptoms we can see the problems are:

- a. How the students' ability of narrative texts?
- b. How the students' ability of spoof texts?
- c. How the students' ability of hortatory exposition texts?
- d. Why some of the students are not able to identify main idea of narrative, spoof, and exposition texts?
- e. Why some of the students are not able to identify unfamiliar words of narrative, spoof, and exposition texts?
- f. Why some of the students are not able to identify locating inference of narrative, spoof, and exposition texts?

2. The Limitation of the Problem

Based on the identification problem above, the writer needs to limit the problem into the effect of using sustained silent reading (SSR) towards reading comprehension of the second year students of MA Dar El Hikmah Pekanbaru.

3. The Formulation of the Problem

The problem of this research can be formulated in the following question:

1. How is the students' reading comprehension which was taught by using Sustained Silent Reading (SSR)?

2. How is the students' reading comprehension which was not taught by using Sustained Silent Reading (SSR)?
3. Is there significant effect of using Sustained Silent Reading (SSR) towards the second year students reading comprehension at MA Dar El Hikmah Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objective of the Research

- a. To find out how the students' reading comprehension which was taught by using Sustained Silent Reading (SSR).
- b. To find out how the students' reading comprehension which was not taught by using Sustained Silent Reading (SSR).
- c. To find out whether there is any significant effect of students' reading comprehension toward the students' who taught by using Sustained Silent Reading (SSR) and who are not taught using SSR at the second year students MA Dar El Hikmah Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows :

- a. The research findings are expected to give the valuable input to the teachers of English at MA Dar El Hikmah Pekanbaru especially all English teachers generally as attempt to improve students reading comprehension.

- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Overview of Reading Comprehension

Comprehension is acquiring meaning from the text. Comprehension is a complex higher level skill. Obviously, comprehension is critically important to the development of a student's reading.¹ Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text. Vocabulary development is critical to comprehension.

While readers acquire some comprehension strategies informally, **explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding** (from the Report of the National Reading Panel). In other words you *can* take specific actions to help a student develop comprehension skills.

Remember the student must *first* develop accurate phonological decoding skills and build fluency. This fluency that is critical to reading comprehension is accomplished word by word and is absolutely dependant on repeated accurate phonological processing. Comprehension strategies

¹ http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html on Thursday, march 17, 2011 at 08:58. a.m

focus on teaching students to understand what they read NOT to build skills on how to read/decode. If the student struggles with accurate fluent decoding then comprehension will continue to be limited. Basically if decoding is not spontaneous and easily react then the student has little energy left to devote to think about what they are reading. Remember, if the student is experiencing any decoding difficulties you need to *first* establish the necessary fundamental decoding skills of proficient phonologic processing BEFORE you can develop the more advanced comprehension. This section addresses techniques for developing the higher level comprehension skills. If your child or student struggles with reading see the article.

a. Specific Actions You CAN Use To Help Readers Develop

Comprehension:

This summary gives some specific techniques you can use to help students develop comprehension skills. These strategies will help the student think about what he or she is reading, understand what he is reading, and remember what he read. These strategies are effective for non-impaired readers. The following reading comprehension strategies should be implemented as a part of the guided reading.

b. Overview material BEFORE starting to read: Use various techniques to focus the student on the material before they begin reading. Basically, you help the student think about the material before they start reading.

Before the student begins reading, provide statements to direct the student toward what they will be read. Quickly summarize previous text and overview the section/chapter they are about to read. Make statements such as: “In the last chapter you already learned about _____. This chapter is going to discuss _____”. For example: “The last chapter was on invertebrates, now you will read about vertebrates.” or “You just finished learning about the Roman Empire. Now you are going to read about the fall of the Roman Empire”. “You are continuing to learn about energy. This section discusses thermal or heat energy.”

Before they start reading, ask questions to ensure the student is actually on target. Ask questions such as: “What will this chapter be about?” “What will this chapter discuss?” “What are you learning about now?” Make questions specific to the material such as: “Which region of the country does this chapter cover?” “What form of energy is this chapter discussing?”

In non-fiction, preview the titles and headings of the sections before starting to read the chapter. This overview of the chapter outline is especially helpful with textbooks. This preview helps the student understand the overall intention of the chapter or section.

Review key vocabulary before reading the chapter. Some textbooks highlight key words, and important new vocabulary terms. Defining the keywords before reading is especially critical with subject terminology. For example, knowing the definition of the term ‘Axis Powers’ is important before reading about WWII history. Knowing the difference between exothermic and endothermic reactions is important to understanding text discussions on chemical reactions. To comprehend the basic physics of motion the student needs to understand the difference between the terms speed, velocity and acceleration.

With fiction, you can summarize the previous chapters and ask the student to briefly review key events. Ask specific questions on the plot or key events to ‘set the stage’ for reading such as: “So what is going on in the story?”, “What happened so far?” “Where are they at?”.

With fiction, in addition to having the student give you the quick overview of key events ask the student what they think may happen next. Ask questions along the lines of “What do you think will happen now?” Make questions as specific as possible: “How do you think Sarah will be able to help her grandmother?” “Do you think the old man will be able to land the fish?”

c. Help the Student Understand the Structure and Organization of

Writing:

By recognizing important fundamentals about the structure and organization of writing, the student is better able to extract the important material and achieve comprehension.

- Specifically point out the structure of paragraphs, sections and chapters. In informative writing most sections should have a main idea and supporting details. Most paragraphs have an opening, a middle and an end. The opening sentence usually outlines the main idea of the paragraph. The supporting points and details should be in the body of the paragraph and the concluding sentence at the end. Awareness of the structure of paragraphs, sections and chapters helps the student better understand material.

- Non-fiction can be organized differently. For example, stories usually contain a conflict with the typical plot structure of exposition, rising action, climax and conclusion or catastrophe. Awareness of elements including the point of view or voice the author uses to tell the story, situation, setting, and characterization all contribute to overall comprehension. Help the student understand key writing elements.

d. Help the Student Learn to Identify and Extract the Main Ideas:

The ability to find, identify, extract and understand main ideas is critical to not just reading comprehension but to educational objectives.

Much of the reading students do is to acquire specific information. Some students have high comprehension on fictional stories yet have difficulty extracting necessary information from textbooks and other non-fictional informational reading. These students need direct instruction on how to identify and extract necessary information. Many of the new textbooks contain a style of writing that many students need to learn how to read. The short paragraphs, numerous interruptions, interesting but irrelevant trivia, and tidbits of boxed information at various locations can sometimes make it more difficult to locate, identify and extract pertinent information. For example, if the student is reading a chapter on United States expansion, the photo of a grizzly bear and sentences about how Thomas Jefferson had a grizzly bear in a cage on the White House grounds may distract the student from the main point. For content comprehension, the student can't just relate the trivia of the grizzly bear in the cage. The student needs to understand Thomas Jefferson made the Louisiana Purchase and sent the Corps of Discovery expedition to explore this new territory. They need to understand how Lewis and Clark mapped this new region and recorded information not just on many new plants and animals but also on the peoples that lived there. Help the student learn how to look for and identify the main idea both before reading and during the reading process.

- As discussed in the ‘overview materials’ techniques, introductory statements and questions can point the student in the right direction before they start reading.

- Review the main headings and overall outline of the chapter.

- As the student reads, help them identify and focus on main ideas by asking specific questions. Stop the student at appropriate paragraphs or sections and ask targeted questions that direct the student to important information. “What was the Lewis and Clark expedition?” “What were the primary missions of the Corps of Discovery?” “What important information did Lewis and Clark gather during their expedition?” “Explain the process of oxidation?” “What happens in an exothermic chemical reaction and how is it different from an endothermic reaction?” “Why did the Greeks begin the first Olympic Games? “What weakened the Greek civilization and made it susceptible to defeat?” Help the student learn how to focus on important information. Ask specific questions that help the student identify and understand the key concepts.

- By asking questions you can help target the student toward the key concepts that they do not recognize or understand. For example if you ask the student to explain complete metamorphosis and he gives you the answer ‘a frog’, then you would ask the student a follow up question such as “Yes, a frog is an example of an animal that undergoes complete metamorphosis, but can you explain the primary difference between complete and incomplete metamorphosis?”. You do not want to ‘give’ the

answers to the student, but rather help direct them toward locating and understanding the main ideas.

- If the student can not answer questions or is missing pertinent details, then have them re-read the paragraph or section. Not only does this allow the student to find necessary information but it teaches the student the essential skill of looking back and re-reading text to find necessary information.

- Outlining can be a highly effective tool for helping students identify main points. Show the student how to make an outline. Outlining does not have to be detailed. Short bullet statements are often effective in identifying main ideas. The student can then orally explain the bullet points.

e. Stop or pause the student during the reading to think about and process the material. Directly encourage and develop the student's skills in processing and understanding text as they read.

These techniques help the student develop the interaction between the reader and the text that is important to comprehension. Encourage and develop skill in actively processing the material. Help the student think about what they are reading.

1. Stop at appropriate paragraphs or sections and ask specific questions that make the student think about what they are reading. Once again design questions to help the student think about specific aspects of the

text. Ask both direct informational as well as more advanced interpretative questions.

2. As the student comes across unknown vocabulary or expressions, stop and see if they understand what they are reading. Explain or define the word or expression and then have the student re-read the paragraph or section. For example, the reader comes across the phrase “take the bull by the horns” make sure they understand the phrase means “to tackle tough issues head on with direct action”. The English language is full of many sayings and phrases that do not make sense if read literally. The student needs to not just read the phrase correctly but understand what that phrase means to comprehend the overall meaning of the text.
3. Once again, if the student can not answer a question or is missing pertinent details, have him go back and re-read the section.
4. Begin helping the student develop the higher level processing skills of interpretation and inference. Ask both ‘what do you think’ and ‘why do you think’ type questions. The process of explaining “why” helps the student think through and back up their answers with reasoning.

f. Help Reader Learn to Summarize:

Help the student learn to summarize material as they read. In other words, teach the reader how to integrate all the various aspects of the material and give the ‘nuts and bolts’ of a short and quick summary of the text. This ability to summarize is a more advanced skill than simply

pulling out the main points. Summarizing main points can be harder for some students because they need to understand the material well enough to be able to explain the key points in their own words.

Have the student practice this essential skill by asking “What was that about?” or “How would you summarize that in your own words?” If the student is unable to ‘pull out’ and summarize important information, give guidance that teaches him how to do this. Sometimes students will remember small details but are unable to summarize the important points. Once again questions and discussions are effective in helping the student learn this important skill of understanding and summarizing important points.

g. Specifically Develop Vocabulary Knowledge:

Vocabulary instruction leads to gains in comprehension. Please see the article *Expanding Vocabulary Knowledge* [for](#) further details and specific techniques you can use to help your child or student expand their vocabulary.

h. Develop Comprehension Monitoring:

Self-monitoring is where the reader checks themselves and recognizes if they understand the material. The goal is for the student to develop self awareness of his or her comprehension.

· The student needs to ask themselves at the end of each paragraph or section “Do I understand this material?”. To develop this essential skill, have the student ask themselves outloud, “What was that about?” By asking and answering this question outloud, the student learns to check himself. The outloud self questioning is a temporary tool. When the student learns to automatically check and monitor their own comprehension, the outloud self questioning is no longer necessary.

1. Another technique for developing self comprehension monitoring is for the student to generate questions about various aspects of the content. By coming up with their own key questions, it allows them to review their understanding of the material. The student answers these questions himself or asks you the questions.
2. If the student does not understand what they read, they need to learn to go back on their own and re-read the section. This self-directed ‘going back’ and re-reading is critical to comprehension. Be sure and compliment the student when you notice them going back on their own.
3. Point out this self-monitoring of comprehension is a characteristic of skilled readers.

i. Use of Graphic Organizers

Organizers where the student makes various graphic representations of the material such as story maps, outlines and timelines can effectively enhance comprehension. The key with graphic organizers

is to ensure these tools are carefully targeted to achieve comprehension goals and the tools are appropriate for the content areas.

1. Maps are virtually mandatory when studying content areas dealing with geography. Maps are also critical in understanding history. For example: It is difficult to understand the importance of the Panama Canal without looking at a map, and understanding the ancient Egyptian civilization is dependent on understanding the influence of the Nile river and the geography of the region.
2. Timelines are a highly useful tool. The timelines allow students to ‘see’ the progression of events chronologically. Once again history is a prime candidate for timelines. The timelines are also useful in other subjects that relate to chronologic progression such as medicine, scientific discoveries, and advancement in technology.
3. Sketches, illustrations, diagrams and other visual representations can be highly effective when they are properly applied. For example, sketches of the various landforms helps students define and understand geography terms. Diagrams are important in describing and understanding the physical structure and function of item such as atoms, molecules, cells, and life cycles.
4. Story maps are a tool for visually outlining fiction.
5. Outlining is a highly effective tool across a wide range of subjects and material context.

6. Once again, all these tools need to be properly targeted to develop the necessary content objectives. It is important to realize that not all ‘projects’ or ‘visual representations will enhance comprehension. For example spending time making an elaborate paper pirate ship mobile is unlikely to improve comprehension of ‘Treasure Island’. Building a model of a pyramid out of sugar cubes is unlikely to help the student learn the importance of the ancient Egyptian civilization. Remember to target and focus graphic organizers to what the student needs to learn.

j. Cooperative Learning

Cooperative learning is where students learn and discuss material with others. As can be expected, effectiveness of ‘cooperative learning’ strategies varies greatly. These cooperative learning strategies need to be properly applied and carefully monitored.

1. Discussions guided or facilitated by a knowledgeable instructor are more effective than unguided discussions. Even if the instructor does not direct the details of the discussions, facilitation is important. Students who start off discussing their thoughts about “The Old Man and the Sea” can easily drift off into a series of unrelated fishing stories. Facilitation is important for keeping students on target.
2. The open discussions between students are usually more appropriate for fictional text than for non-fictional informational reading. Students can learn from each other when discussing elements such as ‘what do you

think will happen? “Why did this character do this?” “Why do you think...” etc. These types of discussions can bring out elements of the story that the student had not previously thought of.

3. Common sense dictates the effectiveness of these ‘cooperative’ discussion strategies with factual informational text. Obviously, it does not help students’ comprehension if the ‘cooperators’ share incorrect or inaccurate information. Particular care and careful monitoring is essential so that uninformed students do not share misinformation with other students. The ‘cooperative’ discussions among students often have limited benefit when students are learning new concepts and information. While question generation from students is helpful, the answers and factual information need to be provided by knowledgeable sources.
4. Cooperative learning with knowledgeable individuals or subject experts can be highly beneficial. For example, if my son discusses military history with his grandfather the cooperative discussions between them provide incredible opportunities for him to expand his comprehension and knowledge base. Obviously he would not achieve this enhanced comprehension if he discussed the same topic with his buddy whose knowledge of WWII history was limited to a fictional TV show.
5. Monitoring is always important with cooperative learning to ensure accurate information is shared and the students remain on target.

2. Reading Comprehension

Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly.² if word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what they read.

Many educators in the USA believe that students need to learn to analyze text (comprehend it) even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself.

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included "Round-robin reading",

where in teachers called on individual students to read a portion of the text (and sometimes following a set order).

² Adams, Marilyn Jager., *Beginning to Read: Thinking and Learning about Print*, Cambridge, Mass: MIT Press, 1994. ISBN 0-262-51076-6

In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of "round robin" reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized.

3. Students' Reading Comprehension

Many educators in the USA believe that students need to learn to analyze text (comprehend it) even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them

independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized.

4. The Factors Influence of Students' Reading Comprehension

Factors influence students' reading comprehension is the influency from many aspect that make the students able to read the articles and comprehends the article. Proficient comprehension of text is influenced by:

- a. Accurate and fluent word reading skills. An accurate and fluent word reading skill are to increase the ability of the students in comprehending type of the text, such as narrative text, spoof text, descriptive text, hortatory and exposition text.
- b. Accurate skills, is one of the skill that must be used for increase the students ability in comprehending the text, these accurate need for comprehending the organization, orientation, and conclusion of the text.
- c. Oral language skills (Vocabulary, linguistic comprehension) extent conceptual and factual knowledge. As an oral language skill needed as to influence the misunderstanding of the text.
- d. Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it's break down.

- e. Knowledge of structure and genre. Is used to knowing the structure and the genre of the text because of there are many structure and genre of the text.
- f. Reasoning and inferential skillss. In some text, there are many problem, the students must be identify the inferential of the text by the right reason.
- g. Motivation to understand and interest in task and materials. By higher motivation the students can comprehending the text easily, because the students have interest with the text although in tasks and material.

5. Using Sustained Silent Reading (SSR) toward Reading Comprehension

Sustained Silent Reading (SSR) is a form of recreational reading activity in classroom, or in another definition, it is a form of voluntary reading activity where a student reads something by his or her heart in a duration of time without being burdened by questions that might come after the reading activities. This independent method is not only interesting and challenging but also: can improve students' reading skills, can provide peaceful reading activity and can give a chance for teachers to give individual guidance.

There are various names given to this method such as: DER (Drop Everything and Read); DIRT time (Daily Individual Reading Time); SQUIRT time (Sustained Quiet Un-Interrupted Reading Time); and FVR (Free Voluntary Reading).

This method has been implemented for ten years in many schools in Hong Kong by the name of *Hong Kong Extensive Reading Scheme* (HoKERC). Its main purpose is to help students develop a good habit in reading and to improve their English skills. In this activity, the students read a book by heart. They choose their own book, and they are not asked to answer questions.

The definition of Uninterrupted Sustained Silent Reading was firstly introduced in 1960. It was McCracken who firstly gave the idea and the limitation about the implementation of this method and since then this method has been implemented in many levels of study.

Many earlier research conducted in numerous school stated that SSR gave many good impacts to students' reading skills. These impacts included the improvement of students' skills to comprehend the text. Their mastery of vocabulary emerged from their reading test score, and their good attitude towards reading activities.³

McCracken's research also showed positive result. Thousands of students participating in the research gave their comment:

"Students say they like SSR because it is quiet, with many indicating it is the only quite time in their entire day. All kinds of students have responded that they learned to like to read. Poor readers responded that since no one watches

³ Chow, Ping-Ha & Chou, Chi-Ting. *TESL Journal*, Vol. VI, No. 11, November 2000. Retrieved on Thursday, 03/11/2011. 17.45 P.M.

*them, they can make mistakes without worrying. Able readers say that they are relieved because they do not have to prove that they are bright every time they read something. All respond that they like SSR because they can read what they want to read.*⁴

The implementation of this method not only brings positive result but also the negative one. It was found in some cases that the implementation of this method brought negative impacts towards students' skills in reading. Dwyer and Reed, for instant, reported that the result of their research was failed to give approve that SSR was good for their students' reading skills. Their experimental classes showed that their students' progress declined. The declination lied on their attitude in reading class. There was no difference between the two groups in their affective score.

Herbert's experiments were in line with Dwyer and Reed's. They also showed negative results related to the implementation of SSR. Herbert mentioned that 636 seven-grade students and 9 Suburban Junior High Schools had participated in his research. His respondents, mainly students, gave negative reactions towards the implementation of SSR. They did not like this activity and felt that they did not get much progress when they did the method.

In conclusion, there will be two possibilities that might come out after the SSR method has been implemented. It might be either positive or negative. If this

⁴ McCracken, R.A. "Initiating sustained Silent Reading." *Journal of Reading*, 14(8), 521-524, 528-583. 1971

method is implemented in the English Department Trunojoyo State University, the result might support one of these two sides. The result seems so interesting to find out that a research must be conducted.

B. Operational Concepts

Operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in an abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variables in this research:

They are: Variable X is Using Sustained Silent Reading (SSR)

Variable Y is Students' Reading Comprehension

Variable X is independent variable

1. The students are able to find the meaning of narrative texts by using sustained silent reading (SSR).
2. The students are able to find the meaning of spoof texts by using sustained silent reading (SSR).
3. The students are able to find the meaning of hortatory exposition texts by using sustained silent reading (SSR).
4. The students are able to identify main idea of narrative, spoof, and exposition texts by using sustained silent reading (SSR).
5. The students are able to identify unfamiliar words of narrative, spoof, and exposition texts by using sustained silent reading (SSR).
6. The students are able to identify locating inference of narrative, spoof, and exposition texts by using sustained silent reading (SSR).

Variable Y is Dependent variable

1. The students can comprehend narrative text from the orientation.
2. The students can comprehend narrative text from the complication.
3. The students can comprehend narrative text from the resolution.
4. The students can comprehend narrative text from the re-orientation.
5. The students can comprehend narrative text from the evaluation.

C. The Assumptions and Hypothesis

1. The Assumptions

In here, There are 2 variable used in here, using sustained silent reading as a variable X, and students' reading comprehension as variable Y. if the students' ability was good in using sustained silent reading, the students' reading comprehension will be better.

2. The Hypothesis

Ha : There is significant effect of using Sustained Silent Reading (SSR) towards the second year students' reading comprehension at MA Dar El Hikmah Pekanbaru.

Ho : There is no significant effect of using Sustained Silent Reading (SSR) towards the second year students' reading comprehension at MA Dar El Hikmah Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The research used pre-experimental research by using. In this research design, the researcher compares students' score in reading comprehension before and after treatment by using sustained-silent reading (SSR).¹

In this research, the researchers tried to manipulate the condition in a group and gave a special treatment to the group. The special treatment was; implementing SSR activities. By doing this, meant that the researchers designed a particular activity (manipulating stimulus) and observed its impacts as the result of the intended manipulated treatment. To obtain a truthful result, the research needed an accurate control. This was to make sure that no external factors got involved in the process of the research.

There are two variables involved in this research. Those are dependent and independent variable. Dependent variable in this research was students' reading comprehension while the independent variable of the research was the effect of using Sustained Silent Reading.

¹ L.R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. New Jersey: Prentice Hall, Inc, 2000. pp. 394

The measuring system of the two variables was tests. If students' tests result of post-test, the research would be considered successful.

The design that used in this research was *the Randomized Pretest-Posttest Control Group Design*,². It can be seen from the chart below:

Research Design

Pre-Test and Post-Test Design

R	01	X	02
R	01		02

Explanation:

R : sample of the research

O1: pretest given

O2: posttest given

X : treatment by using Sustained Silent Reading

² L.R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. New Jersey: Prentice Hall, Inc, 2000. pp. 335

B. The Location of the Research

The research was conducted at the second year students of MA Dar El Hikmah Pekanbaru. It will be held on November to December 2011

C. The Subject and Object of the Research

The subjects of the research were the second year students of MA Dar El Hikmah Pekanbaru. The object of this research is the effect of sustained silent reading toward reading comprehension.

D. The Population and Sample

The population of this research is all of the second year students of MA Dar El Hikmah Pekanbaru which amount 162 students. It has 5 classes which consist of 3 classes for science department and 2 classes for social department.

Table 3.1.

The Total Population of the Second Year Students of MA Dar El Hikmah Pekanbaru

NO	Class	Total
1	XI IPA 1	30
2	XI IPA 2	30
3	XI IPA 3	29
4	XI IPS 1	36
5	XI IPS 2	37
Jumlah		162

According to Suharsimi Arikunto, if the subject is more than 100 we can take 10-15% or 20-25% or more than it.³ So the writer took 25% of the population, the total of respondents is 60 students as a sample. There are 2 classes as the sample. Control class and experiment class. The writer will take the population as sample by using clustering techniques.

E. The Technique of Collecting data

The technique of collecting data in this research is test by using pre-test and post-test. In this research, the writer will give a test to the students for seeing their ability in reading comprehension. As the first phase, the writer will give the pre-test for covering the weaknessess that might appear in the first phase. By doing this phase, the reserachers would be able to know the progress of the students. Netxt, the writer give threathment by using Sustained Silent Reading. In this phase, the writer will explain how the way in using Sustained Silent Reading strategy. Next, the writer give post-test. This test will be do in twice. In this phase, the writer would be able to know the result of the Sustained Silent Reading Strategy in Reading Comprehension.

³ Suharsimi Arikunto. *Motode Penelitian*. Jakarta: Grafindo Persada, 2002. pp.112

F. The Technique of Data Analysis

data analysis to describe how the effect of using sustained silent reading for reading comprehension. In here, we use T-test for analyze the data, because of small sample, we use T-test for $N < 30$ To analyze it,⁴ by using formula:

$$t_0 = \frac{\left[\frac{\sum D}{N} \right]}{\left[\frac{SD_D}{\sqrt{N-1}} \right]}$$

t_0 = Score of T-test

$\sum D$ = range of pretest and posttest

N = total of sample

SD_D = Standar deviation of pretest and posttest

⁴ Hartono. *Statistik Untuk Penelitian*. Jogjakarta: Pustaka Pelajar, 2004. pp.181

G. Organization of Writing

The result of this research will be presented in a report which consist of five chapter as follows:

Chapter I Introduction: The Background of the Problem, The Problem, The Reason for Choosing the Title, The Objectives and Significance of the Research, The Definition of the Term and The Research Paper Organization.

Chapter II Literature Review: The Theoretical Framework, The Relevant Reserach, The Operational Concept, The Assumption and The Hypotheses.

Chapter III Research Method: The Research Design, The Time and the Location of the Research, The Subject and The Onject of the Research, The Population and The Sample od the Research, The Technique of Collecting Data, The Technique of Data Analysis and The Realibility and The Validity of the Test.

Chapter IV Presentation and Data Analysis: The Description of the Data, The Data Presentation (Test) and Data Analysis.

Chapter V Conclusson and Suggestion: Conclusson and Suggestion

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Description of the Research

There is only one research question in this research,

Is there a significant effect of using Sustained Silent Reading (SSR) towards the second year students reading comprehension at MA Dar El Hikmah Pekanbaru?

This chapter presents that:

After the data have been collected, the next step is to present the data that have obtained through test. The data presentations of the test result are shown in the table.

TABLE IV.1. The Students' Score of control class

NO	Pre-Test		Post-test	
	Correct Answer	Score	Correct Answer	Score
1	18	60.00	21	70.00
2	18	60.00	21	70.00
3	18	60.00	21	70.00
4	18	60.00	21	70.00
5	18	60.00	21	70.00
6	18	60.00	21	70.00
7	17	56.67	21	70.00
8	17	56.67	21	70.00
9	17	56.67	21	70.00
10	16	53.33	21	70.00
11	16	53.33	21	70.00

12	16	53.33	21	70.00
13	15	50.00	20	66.67
14	15	50.00	20	66.67
15	15	50.00	20	66.67
16	15	50.00	20	66.67
17	14	46.67	20	66.67
18	14	46.67	20	66.67
19	14	46.67	20	66.67
20	13	43.33	20	66.67
21	13	43.33	20	66.67
22	12	40.00	20	66.67
23	12	40.00	20	66.67
24	12	40.00	20	66.67
25	10	33.33	20	66.67
26	10	33.33	18	60.00
27	10	33.33	18	60.00
28	9	30.00	18	60.00
29	9	30.00	18	60.00
30	9	30.00	18	60.00
	429	1426.67	602	1396.71
		47.57		46.57

Table 4.1. showed that the mean score of the pre-test is **48.33** while the mean score of the post-test is **46.57**. so, it can be stated that the mean score of pre-test was higher than mean score of post-test.

Table. 4.2. The Presentation of Research Data of the students' score for the Pre-test and Post-test

Classification		Pre-Test		Post-Test	
Rank	Ability Level	Frequency (xe)	Percentage (%)	Frequency (xe)	Percentage (%)
80 - 100	Good to Excellent	-	-	-	-
60 – 79	Average to Good	6	20%	30	100 %
50 – 59	Poor to Average	10	33.33 %	-	-

0 - 49	Poor	14	46.67 %	-	-
		30	100 %	30	100 %

Table 4.2. showed that the Pre-test there was no student at the excellent level, and in the Post-test too. At good level, there are 6 students of Pre-test and 30 students of Post-test. Then at the average level, there are 10 students of Pre-test and no student of Post-test. At least at the poor level, there are 14 students of Pre-test and no student of Post-test.

TABLE IV.3. The Students' Score of experiment class

NO	Pre-Test		Post-test	
	Correct Answer	Score	Correct Answer	Score
1	20	66.67	26	86.67
2	19	63.33	25	83.33
3	19	63.33	25	83.33
4	18	60.00	24	80.00
5	18	60.00	24	80.00
6	18	60.00	24	80.00
7	17	56.67	24	80.00
8	17	56.67	23	76.67
9	17	56.67	23	76.67
10	16	53.33	23	76.67
11	16	53.33	23	76.67
12	16	53.33	23	76.67
13	15	50.00	22	73.33
14	15	50.00	22	73.33
15	15	50.00	22	73.33
16	15	50.00	22	73.33

17	14	46.67	21	70.00
18	14	46.67	21	70.00
19	14	46.67	21	70.00
20	13	43.33	21	70.00
21	13	43.33	20	66.67
22	12	40.00	20	66.67
23	12	40.00	20	66.67
24	12	40.00	20	66.67
25	12	40.00	20	66.67
26	11	36.67	19	63.33
27	10	33.33	18	60.00
28	9	30.00	18	60.00
29	9	30.00	18	60.00
30	9	30.00	16	53.33
	435	1450.00	648	2160.00
		48.33		72.00

Table 4.1. showed that the mean score of the pre-test is **48.33** while the mean score of the post-test is **72.00**. so, it can be stated that the mean score of post-test was higher than mean score of pre-test.

Table. 4.4. The Presentation of Research Data of the students' score for the Pre-test and Post-test of experiment class

Classification		Pre-Test		Post-Test	
Rank	Ability Level	Frequency (xe)	Percentage (%)	Frequency (xe)	Percentage (%)
80 - 100	Good to Excellent	-	-	7	23.33 %
60 – 79	Average to Good	6	20%	22	73.33 %
50 – 59	Poor to Average	10	33.33 %	1	3.33 %
0 - 49	Poor	14	46.67 %	-	-
		30	100 %	30	100 %

Table 4.2. showed that the Pre-test there was no student at the excellent level, while in the Post-test, there are 7 students at the excellent level. At good level, there are 6 students of Pre-test and 22 students of Post-test. Then at the average level, there are 10 students of Pre-test and 1 student of Post-test. At least at the poor level, there are 14 students of Pre-test and no student of Post-test.

B. Data Analysis

1. Descriptive Frequency

a. Pre-Test

4.3. Statistics pre-test

	Pre-test
N Valid	30
Missing	0
Mean	48.3333
Std. Error of Mean	1.91620
Std. Deviation	1.04955E1
Variance	110.155
Kurtosis	-.838
Std. Error of Kurtosis	.833
Range	36.67
Sum	1450.00

Table 4.4. shown that mean of Pre-test is 48.3333, Std. Error of Mean is 1.91620, Std. Deviation is 1.0495, then the Variance is 110.155, and Std. Error is 0.833

b. Post-Test

4.4. Statistics post-test

		Posttest
N	Valid	30
	Missing	0
Mean		72.0003
Std. Error of Mean		1.46132
Std. Deviation		8.00398
Variance		64.064
Kurtosis		-.324
Std. Error of Kurtosis		.833
Range		33.34
Sum		2160.01

Table 4.3. shown that mean of Pre-test is 72.0003, Std. Error of Mean is 1.46132, Std. Deviation is 8.00398, then the Variance is 64.064, and Std. Error is 0.833

c. T-Test

4.5. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Posttest	60	60.1668	15.10093	1.94952

Table 4.5. shown that mean score all class is 60.1668, then Std. Deviation is 15.10093, and Std. Error Mean is 1.94952.

4.6. One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	30.862	59	.000	60.16683	56.2659	64.0678

Table 4.6. shown that score of T-test is 30.862, score of df is 59, then score of sig.(2-tailed) is 0.000, score of mean difference is 60.16683.

The following table is the data analysis of the students' score for both the Pre-Test and the Posttest.

Table 4.7. Data Analysis of the students' score for both the experimental and the control group

Pre-Test (Xc)		Posttest (Xe)	
Value	Score	Value	Score
N1	30	N2	30
	1450		2160.01
Xc	48.3333	Xe	72.0003
Sc	1.0495	Se	8.00398
(Sc) ²	110.155	(Se) ²	64.064

There :

N1 : The number of students of Pre-test

N2 : The number of students of Posttest

Xc : Summation of students of Pre-test

Xe : Summation of students of Posttest

Sc : Std. Deviation of students of Pre-test

Se : Std. Deviation of students of Posttest

$(Sc)^2$: Variance of students of Pre-test

$(Se)^2$: Variance of students of Posttest

C. Data Interpretation

After calculating data, it was found that the mean score of post-test was higher than mean score of Pretest. The result of T-test 30.862, then score of sig.(2-tailed) is 0.000. if we act to null hypothesis (H_0) that is 0.05, it is mean that the score of sig.(2-tailed) was small then score of H_0 . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It is mean that there is a significant effect of using sustained silent reading (SSR) toward reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning students reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru.

A. Conclusion

The research finding can be concluded that, There is a significant effect of using sustained silent reading (SSR) toward reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru? It can be answered that the score of sig.(2-tailed) was small then score of H_0 . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted ($0.000 < 0.005$). It is mean that there is a significant effect of using sustained silent reading (SSR) toward reading comprehension at the second year students of MA Dar El Hikmah Pekanbaru.

B. Suggestions

Base on the cobclusion of the research, thus the writter would like to give her suggestions:

1. The teacher should try to find out the best way to use the different strategies at sustained silent reading. The teacher tried to be more creative

in teaching reading using sustained silent reading so that the way of the teaching reading is interesting

2. The students can apply more to read material continuously in the classroom or out of the classroom about English lesson or prior knowledge in order can improve students' reading comprehension
3. Hopefully, the next researcher will be better in the next time research and get the result well

BIBLIOGRAPHY

- Adams, Marilyn Jager., *Beginning to Read: Thinking and Learning about Print*, Cambridge, Mass: MIT Press, 1994. ISBN 0-262-51076-6
- Chow, Ping-Ha & Chou, Chi-Ting. *TESL Journal*, Vol. VI, No. 11, November 2000. Retrieved on Thursday, 03/11/2011. 17.45 P.M.
- Depdiknas, *Standard Kompetensi dan Kompetensi Dasar Tingkat SMA/MA*, Pekanbaru: Dikpora, 2006.
- Farida Rahim., *Pengajaran Membaca di Sekolah Dasar*, Jakarta: PT. Bumi Aksara, 2008, p.133
- Gardiner, Steve., *Ten Minutes a Day for Silent Reading*, Educating Leadership: October, From: www.ascd.org/publications/books/105027/chapters/Creating-Lifelong-Readers.aspx, 2005, Retrieved on April 10,2010.
- Hartono. *Statistik Untuk Penelitian*. Jogjakarta: Pustaka Pelajar, 2004. pp.181
- Hornby, AS., *Oxford Advanced Learner's Dictionary (Sixth edition)*, Oxford: Oxford University press, 2000, P. 104
- <http://www.sil.org/lingualinks/literacy/implementaliteracyprogram/UsingSustainedSilentReading.htm> on Wednesday, March 16, 2011 at 10.56. a.m.
- http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html on Thursday, march 17, 2011 at 08:58. a.m.
- <http://www.buzzle.com/articles/reading-comprehension-activities.html> on Thursday, march 17, 2011 at 09:18. a.m.
- http://en.wikipedia.org/wiki/Reading_comprehension on Thursday, march 17, 2011 at 09:20. a.m.
- http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103 on Thursday, march 17, 2011 at 09:50. a.m.
- <http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsSustainedSilentReading.htm> on Wednesday, March 16, 2011 at 10.55. a.m.

- L.R. Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. New Jersey: Prentice Hall, Inc, 2000. pp. 394
- McCracken, R.A., *Initialing sustained Silent Reading, Electronic version - Journal of Reading*, 14 (8), 521-524, 582-583. 1971, Retrieved on April 10, 2010
- Pilgreen, Janice L. *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Boynton:Cook, 2000. Retrieved on Thursday, 3/11/2011 17.43 P.M.
- Suharsimi Arikunto. *Motode Penelitian*. Jakarta: Grafindo Persada, 2002.